



**Holy Family**  
UNIVERSITY

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**Blended and  
Online Course  
Policy and Procedures  
Manual**

August 2022

**Holy Family University**  
**Blended and Online Course Policy and Procedures Manual**

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# 1.0 Introduction

## About Holy Family University

Holy Family University is a private Catholic institution located in Philadelphia, PA. Founded in 1954, the University's mission is informed by its core values of family, respect, integrity, service and responsibility, learning, and vision. The University embraces diversity and inclusion, ensuring a welcoming and accessible learning community for all. The University is composed of four schools: Arts & Sciences, Business & Professional Studies, Education, and Nursing & Health Sciences. Nestled in the heart of a historic residential neighborhood in the Northeast, the University is just minutes from the excitement of Center City. Holy Family enrolls more than 3100 students at the undergraduate, graduate, and doctoral levels at its Philadelphia and Newtown campus locations.

Holy Family University is a sponsored ministry of the Sisters of the Holy Family of Nazareth.

## 1.1 Purpose

The purpose of the Holy Family University Blended and Online Education Policy and Procedures Manual is to assure quality blended and online programs in accordance with the mission of the University. This manual defines course delivery formats at Holy Family University and outlines policies and procedures that support faculty in the design, management, instruction, and evaluation of blended and online courses.

## 1.2 Online Learning Definitions:

Holy Family University offers a range of course delivery formats including traditional, classroom based learning, and a continuum of online options. Regardless of how the course is delivered, all courses offered at Holy Family University provide 45 hours of instruction. The following defines the different types of online learning available at Holy Family:

### 1.2.1 Blended

Blended courses combine elements of traditional, classroom-based courses and online courses. An essential element of the blended course is the intentional integration of F2F class sessions with online learning experiences i.e. the online learning enhances and extends the F2F instruction in order to fully address specific course outcome objectives. In a blended course, both the F2F and the online portions are critical to the achievement of course outcome objectives.

A blended course at Holy Family University is one in which between 12 to 36 hours of class time are conducted online.

### 1.2.2 Online

Online courses are conducted entirely online with the possible exception of campus-based, proctored exams. An online course at Holy Family University is one in between 37 and 45 hours of class time are conducted online. Any campus-based requirement, such as for a

proctored exam, is flexible as to location and schedule so that students are not required to travel to a Holy Family University campus to complete course requirements.

### **1.2.3 HyFlex**

HyFlex courses are designed to provide students choice in whether they attend synchronous sessions onsite (campus classroom) or remotely via WebEx or another conferencing platform. In some courses, an asynchronous version will also be available by week or by entire course. At Holy Family the details for the degree of choice allowed and number of course delivery formats provided will be decided by each academic school for a particular course or program.

### **1.3 Course Size**

Class size in blended and online courses impacts the level of interaction between students and instructor, students with other students, student engagement, and the establishment of an online learning community. In order to maintain the integrity of our programs and provide our students effective learning experience across the university, all blended and online courses are capped at 20 students.

In extraordinary circumstances, the Deans would have the authority to increase the capacity of the course by an increment of one (1). The justification for the increase must not be routine. It should be considered an emergency and directly related to a pathway to graduation for a student. The Dean will secure a written acknowledgement from the faculty member that the class size is being increased by one. This can be in any form including an email.

### **1.4 Intellectual Property Policy**

Ownership of blended and online courses at Holy Family University will be governed by the Holy Family University Intellectual Property Policy (Appendix 1.4).

## **2.0 Faculty Qualifications**

### **2.1 Blended and Online Course Design**

#### **2.1.1 Full Time Faculty**

A full time faculty member who creates a new blended/online course or converts an existing course to blended/online format must, at a minimum, complete either the QM *Design Your Online Course* or the *Design Your Blended Course* online training. Approval by the Dean of the appropriate school must be obtained prior to enrolling in the QM training. Faculty may also provide evidence of professional development in a course equivalent to the QM training.

### **2.1.2 Adjunct Faculty**

An adjunct faculty member who creates a new blended/online course or converts an existing course to blended/online format must, at a minimum, complete either the QM Design Your Online Course or the Design Your Blended Course online training. Approval by the Dean of the appropriate school must be obtained prior to enrolling in the QM training. Depending on the program resources, adjunct faculty may be asked to cover the cost of their QM training. Adjunct faculty may also provide evidence of professional development in a course equivalent to the QM training.

## **2.2 Blended and Online Course Instruction**

All full time and adjunct faculty involved in teaching blended or online courses must take and pass the Holy Family *Orientation to Canvas and Online Instruction* course prior to teaching the course (Appendix 2.2). Faculty are expected to then complete any updates to this course as they become available.

## **3.0 Blended and Online Course Approval Process**

### **3.1 Full Time Faculty**

#### **3.1.1 Dean Approval**

The qualified full-time faculty member will request approval from their Dean to design/convert a course to blended/online format. The Dean will assign the Blended/Online Course Mentor to assist the course representative throughout the process (*Note: Faculty developing a new course using a blended/online format must also follow established university process for new course approval*).

#### **3.1.2 Preliminary Review and Instructional Equivalencies**

Once the blended/online course is developed, the Blended/Online Course Mentor will conduct a preliminary review using the *Blended/Online Course Preliminary Review checklist* (Appendix 3.1.2) and the Holy Family *Instructional Equivalencies Policy* (Appendix 3.1.2).

#### **3.1.3 Provisional and Final Approvals**

If the new blended/online course meets the standards in the preliminary review, it will be provisionally approved by the school. Once an existing course conversion (to either online or blended format) has been approved by the school dean, the proposal (including its revised syllabus) must be presented to UCC and Academic Council for discussion and final endorsement of the change. Course proposals may be presented to the UCC and Academic Council by the school dean and/or the Chair of COBOL. Once approved by UCC and enrollment in the

Academic Council, it may be listed and taught as a blended/online course. The course representative will teach the course in the blended/online format one time before submitting for a full QM Internal Peer Review (review team members must have successfully completed advanced coursework through QM i.e. Applying the QM Rubric and Peer Reviewer Course; the review team chair must have received Master Reviewer certification through QM).

It is highly recommended that the course representative conduct a QM Self-Review prior to requesting a full QM Internal Peer Review. Conducting a QM Self-Review will provide the course representative with a greater understanding of best practice in blended/online course design and will result in a more effective course overall.

### **3.1.4 Internal Quality Matters Peer Review**

Blended/Online courses that meet QM Internal Peer review standards are approved by the **Committee for the Oversight for Blended and Online Learning (COBOL)**. The COBOL Chair will notify the Dean of the course representative's School that the course has been approved.

### **3.1.5 Follow-Up Reviews**

All full time faculty will be required to follow this review and approval process for newly designed or converted blended/online courses and for:

1. existing blended/online courses that have been substantially changed since initial review and approval.
2. existing blended/online courses five years after initial review and approval.

The Committee for the Oversight of Blended and Online Learning is responsible for tracking initial and follow-up reviews.

## **3.2 Adjunct Faculty**

### **3.2.1 Adjunct Faculty Approval Process**

Adjunct faculty, when asked to convert/design a blended or online course, will follow the same process as full-time faculty.

### **3.2.2 Adjunct Faculty Support and Oversight**

Adjunct faculty will be supported in the conversion process by school blended/online mentor with additional oversight by the school Dean or his/her designee.

## **4.0 Faculty Support and Expectations**

### **4.1 Faculty Support**

#### **4.1.1 Blended and Online Course Design**

Each school will identify one or more faculty members who have completed advanced coursework through Quality Matters (QM) (Applying the QM Rubric and Peer Reviewer Course) or the equivalent and who have current experience designing and teaching blended or online courses. The Blended/Online Course Mentor will provide oversight and support within their school to colleagues involved in developing and teaching blended/online courses.

#### **4.1.2 Course Delivery**

All full time and adjunct faculty involved in teaching blended or online courses must take and pass the Holy Family *Orientation to Canvas and Online Instruction* course (Appendix 2.2).

#### **4.1.3 Information Technology**

The role of Information Technology is to:

1. provide technical support for distance learning faculty and students.
2. support and promote technological infrastructure.
3. provide a secure computer network ensuring the integrity and privacy of the communications and records exchanged.
4. provide training opportunities for faculty on the use and development of instructional technologies by offering online tutorials and workshops on Canvas as needed. These tutorials and workshops cover the various tools available to help organize and manage a Canvas course.

Each semester all courses are automatically created in Canvas via the integration with Colleague. Faculty members are responsible for setting up and maintaining their Canvas sections, including uploading course content, creating modules, and posting other instructional materials. IT will work with faculty members to ensure that they have the ability to perform these duties through workshops and one on-one training, as needed.

Support for Canvas is available on a 24 x7 basis via the Canvas Help Center. Students and Faculty can request technical assistance for Canvas 24 hours a day by visiting the 'HELP' button located in the bottom, left corner after logging into Canvas. Students or Faculty may submit a ticket, chat, or call 855-308-2755 for assistance.



#### 4.1.4 Library Services for Blended and Online Courses

To provide an equivalent experience to the on campus students, the Holy Family Library provides an online orientation to the resources listed below. The main goal is to keep online students and faculty informed about all the library has to offer; however, on campus students and faculty have access to it as well. The online orientation will include information normally taught in on-campus information literacy sessions, with instructional/informational videos (of less than 10 minutes) covering each resource. A short quiz accompanies each lesson which students can repeat until they pass. These resources in tandem with a default Library link in all *Canvas* course templates ensures that all Holy Family students and faculty utilize what the library has to offer.

**Information Literacy Sources** – On the library information literacy sources page, patrons can view information literacy PowerPoints and lessons. Topics include: building research skills, evaluating sources, finding and utilizing primary sources, and avoiding plagiarism. While it is best to come in to the library for an information literacy session, this page seeks to bring all the tools we use in those classes together in one place.

**Citation Help** – On the information literacy sources page and in the LibGuides, there are tools for aiding patrons with citation. The library's resources cover APA, MLA, and Chicago citation formats.

**LibGuides** – The LibGuides were created by Holy Family librarians to give students a starting point for their research. There are guides for every major offered at Holy Family listing books, databases, journals, video, and websites that might be helpful for a specific subject. Holy Family library resources are vast and can be overwhelming. The LibGuides help students narrow down resources for a more focused, and more manageable, approach.

**Library Catalog** – The library catalog is the heart of the library. It combines all the physical items available: books, periodicals, DVDs, digital resources, etc. Plus, the catalog tracks our growing reserves section, which includes books for the current semester's classes. These items are available for in-house student use and kept at the circulation desk.

**WorldCat/Interlibrary Loan** – Students may request items not held by Holy Family's library through interlibrary loan. Journal articles are delivered to the patron's email within 2 days. Books are ready for pick up at the Holy Family library or LRC in about a week (a \$1.00 service charge applies). Search WorldCat.org for publication information including author, publisher, ISBN number, etc. WorldCat is a worldwide network of library content and services and can show patrons which libraries in the area have an item. If one of the SEPCHE school libraries such as Chestnut Hill or Arcadia hold the item, it can be checked out directly with a current Holy Family ID card.

**Ask A Librarian** – Patrons can ask librarians for help via phone, e-mail, or chat. Chat is available 24/7 and has a quick response rate. If a Holy Family librarian is not available, questions are picked up by a network of librarians across the state who will provide research and other help.

**Journal Locator** – The Journal Locator, available at the top of our research databases page, is a comprehensive list of all of Holy Family's journals and eJournals.

**Research Databases** – Holy Family subscribes to about 50 different academic databases. These databases give students online access to a wide variety of articles, eBooks, and video content. Most databases are purchased through one vendor, EBSCO, and use a simple, intuitive interface. Other vendor databases include JSTOR, PubMed, Credo Reference, Cochrane Library, and Issues & Controversies.

**Social Media** – Through the Holy Family Facebook, Twitter, and Instagram outlets the library informs the campus about library activities and other items of interest to students.

## **4.2 Blended and Online Course Faculty Expectations**

Best Practices in online teaching are student centric in that these practices have students' interests as their core. Integrating learning activities to promote engagement with the subject matter and with the students, requires cognitive and affective methodologies. These concepts are implemented for teaching, communicating with, and coaching students towards performance which will result in academic achievement. Faculty are expected to review and update the course shell prior to the beginning of the course and to follow all policies as stated in the course syllabus. The following expectations provide general guidance to effective online instruction based on current best practice. Each school may create specific expectations in each category that meet or exceed those listed.

### **4.2.1 Interactions with Students**

Create a friendly, engaging, online community of learners through the use of a non-authoritarian style response and responsiveness to students by:

1. Sending students an email the week before the course starts to welcome them to the course.
2. Holding virtual office hours two to three times per week
3. Responding to student questions and concerns within 24 hours or sooner or as specified in the course syllabus
4. Being flexible to student needs as much as possible and appropriate.
5. Reaching out to students who are struggling
6. Complying with any other school specific requirements

## **4.2.2 Online Discussion**

Online discussion posts should demonstrate an effort to make individual connections with students, promoting a professional learning environment, using problem solving skills to deal with concerns, instructional presence, intellectual presence, professional expertise, promoting a positive and moving-forward learning environment. Faculty should play an active role in online discussion. How they are involved may vary depending on the course and school expectations. Faculty should clearly state how and when they will participate in course discussion boards. The following recommendations are standard practices in online discussion and should serve as guides to schools and faculty:

1. Faculty respond to all introductions posted by students. This helps to create a learning community and establish relationships (see section 4.2.1)
2. Faculty respond to each student's initial discussion board post. This helps to keep the student engaged and to know that the instructor is an active participant.
3. Faculty intervene if online discussion goes off track and/or if it becomes inappropriate.
4. Faculty respond to an identified percentage of student posts.
5. Faculty comply to any other school specific requirements

## **4.2.3 Announcements & Emails**

Announcements and emails are critical components of blended and online courses. Especially in the fully online course, these forms of communication may be the only type used for interacting with students. Faculty are expected to:

1. Post an announcement at the beginning of the course welcoming the students to the class, outlining the instructor-specific guidelines on late work, APA requirements, and explaining any other expectations of students.
2. Post weekly announcements, by 11:59PM on an identified evening, providing a summary of the prior module, a transition and introduction of the upcoming module, and any deliverable.
3. Respond to emails, phone calls, discussion board posts directed at the instructor within 24 hours.
4. Comply with any other school specific requirements.

#### **4.2.4 Grading**

Course grading policies must be clearly stated in the syllabus and communicated effectively to students. The use of rubrics and narrative feedback is considered essential in blended and online courses. Faculty should comply with the following:

1. For each assignment, provide a grade with narrative feedback within one week of the due date.
2. Provide substantive feedback throughout the grading rubric, focusing particularly on those critical elements where points have been deducted and areas in which the student would benefit from additional insight.
3. Grade according to the policy as stated in the course syllabus.
4. Follow the stated late policy in the course syllabus and reach out to the student reminding them of the late policy.
5. Monitor student performance and reach out to struggling students.
6. Submit final grades on time to Web Advisor.
7. Comply with any other school specific requirements.

#### **4.2.5 Student Evaluations**

Student evaluations will be considered as part of the evaluation of blended and online instructors and courses. Questions specific to blended and online instruction will be added to the current student evaluation form.

#### **4.2.6 Accessible Course Design**

Accessible course design is extremely important in meeting the needs of students with disabilities and often helpful to students without disabilities. CANVAS meets Web Content Accessibility Guidelines (WCAG 2.0 AA). For faculty created instructional materials, faculty should:

1. Use universal accessible design in all documents (PDFs, PPTs, Word) such as a sans serif font, at least 12 pt. or larger, sufficient white space within and between items, sufficient field/ground contrast in accordance with WCAG 2.0 AA standards
2. Use the accessibility checker available in all Office products helps to insure the creation of accessible materials.
3. As much as possible, use videos and podcasts that are closed captioned and/or have a transcript.
4. Follow the Holy Family policy on meeting the needs of students with disabilities as follows:
  - a. Holy Family University provides reasonable accommodations to otherwise qualified admitted students with a documented disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Any student who has a need for an accommodation based on the impact of a physical,

psychiatric/psychological, and/or learning disability must contact the Disability Services Office at 267-341-3231 or email [disabilityservices@holyfamily.edu](mailto:disabilityservices@holyfamily.edu), located at the Northeast Philadelphia Campus, Campus Center Rm. 213 C.

- b. Students must contact the Disability Services Office as soon as possible, as eligibility determination requires an intake with the Disability Services Coordinator and submission of documentation by the student for review by the Disability Eligibility Committee prior to any accommodation authorization. Disability accommodations for individual students cannot be provided by the instructor without letters of authorization from the Disability Services Office. Faculty members should refer any student who discloses having a disability to the Disability Services Office.

#### **4.2.7 ALLY**

Holy Family University is committed to providing accessible educational experiences for all learners. To this end, ALLY, an accessibility tool, has been activated for all courses. Faculty are expected to utilize Ally to improve the accessibility of all existing and future course documents.

## **5.0 Quality Assurance**

### **5.1 Academic Standards**

All blended and online courses will:

1. be consistent with the mission of Holy Family University.
2. meet the eight Quality Matters standards through internal Quality Matters Peer Review:
  - a. Course Overview and Introduction
  - b. Learning Objectives (Competencies)
  - c. Assessment and Measurement
  - d. Instructional Materials
  - e. Course Activities and Learner Interaction
  - f. Course Technology
  - g. Learner Support
  - h. Accessibility and Usability (Appendix 5.2)
    - i. provide an educational experience that is equivalent to that offered in a traditional delivery format.
    - ii. provide student access to the same academic and other student support services available to traditional students.

## **5.2 QM Internal Peer Reviews**

See Section 3. Blended and Online Course Approval Process

## **5.3 Evaluation of Blended and Online Instruction**

Each school within Holy Family University will identify one or more individuals to oversee the quality of blended and online course delivery. These individuals will have administrative access to blended and online courses on Canvas. Faculty performance in the online environment is expected to reflect the Mission, Standards and Core Values of the University. Adherence to the Blended and Online Course Policy and Procedures Manual is expected. Holy Family University monitors faculty performance throughout the session. The Faculty Online Course Observation Form (Appendix 5.3) is used to assess the instructor's performance as Exemplary, Acceptable or Marginal. A faculty member who scores below 6 will be contacted to discuss the assessment results. Faculty who receive a "marginal" assessment will be assisted to develop a Performance Improvement Plan. Faculty members will have up to one full semester (or other course session as appropriate) to achieve "acceptable" performance. Blended and online faculty will be evaluated the first time that the course runs and annually thereafter.

## **5.4 Guidelines for Student Identity Verification in Distance Education**

### **Ensuring Student Identity Verification**

Holy Family University students registered for online courses have a secure user ID and password assigned to them by the University using a FERPA compliant procedure. Students have the opportunity to change their password at any time. Access to online courses is controlled by the use of secure User ID and Password.

The privacy of students who enroll in online courses at Holy Family University is protected under the University's policies regarding student privacy, confidentiality, fraud, FERPA rules, and the Social Security Privacy Act of 1974 (P.L. 93-579). These policies are published in the Student Handbook and on the University's website:

<https://www.holyfamily.edu/privacy-policy>

<https://www.holyfamily.edu/about-holy-family-u/general-info/236-ferpa>

All credit-bearing courses and programs offered through distance learning methods at Holy Family University verify that a student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit through the use of a secure login and password.

Students are responsible for providing complete and true information in any identity verification process, in accordance with the "Holy Family Student Code of Conduct" as outlined in the Student Handbook.

## **Protection of Student Privacy**

All methods of verifying student identity in distance learning protect the privacy of student information. The privacy of students who enroll in online courses at Holy Family University is protected under the University's policies regarding student privacy, confidentiality, fraud, FERPA rules, and the Social Security Privacy Act of 1974 (P.L. 93-579). These policies are published in the Student Handbook and on the University's website at:

<https://www.holyfamily.edu/privacy-policy>

<https://www.holyfamily.edu/about-holy-family-u/general-info/236-ferpa>

All users of the University's online learning management systems are responsible for maintaining the security of usernames and passwords. Access credentials may not be shared or given to anyone other than the user to whom they were assigned for any reason. Users are responsible for any and all uses of their online account. Users are held responsible for knowledge of the information contained within the most recent Student Handbook. Failure to read University guidelines, requirements and regulations will not exempt users from responsibility.

## **Unit Responsible**

Academic deans are expected to ensure all faculty within their Schools remain in compliance. Instructors teaching courses through distance education methods are responsible to ensure their individual courses comply. If necessary, the School Dean and/or the Vice President of Academic Affairs may address non-compliance through performance reviews or other measures as appropriate.

## **Ongoing Process Evaluation**

Holy Family University periodically evaluates the effectiveness of its student identity verification process, incorporating the review of new and emerging student verification technologies and practices, including remote video capture, biometrics, and proctoring software.

## Appendix 1.4 Holy Family University Intellectual Property Policy

### Introduction

Holy Family University (the “University”) believes that the interest of the entire University community is best served by creating an intellectual environment in which creative effort and innovation are encouraged and rewarded. At the same time, the University desires to retain for the benefit of the University and its learning communities reasonable access to, and use of, intellectual property created with the assistance of the University. The University fully supports the development, production, and dissemination of intellectual property by the University’s faculty. The University further recognizes the need to have policies in place to address ownership of that intellectual property and the University’s right to use that intellectual property consistent with the University’s mission and core values.

### Intellectual Property Defined

Although the law provides for several different types of intellectual property, this Intellectual Property Policy centers on two: Copyrighted Works and Inventions. The following definitions apply to this Intellectual Property Policy:

- “Author” means (i) any faculty or employee of the University, whether full time or part time, paid or unpaid, nonacademic or academic (whether term, annual notice or multiple year contracts), including any academic appointment with a modified title (e.g., visiting, courtesy, adjunct, etc.), assistantships and fellowships, student interns (e.g., research and teaching assistants, graduate assistants, and training grant recipients); and (ii) any independent contractor and third party consultant engaged by the University pursuant to a contract (oral or written). “Copyrighted Works” means original works of authorship that are fixed in any Tangible Media of expression and which are afforded legal protection under U.S. copyright laws, including literary works (e.g., books, articles, memoranda, texts); musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic and sculptural works (e.g. photographs, prints, diagrams, models, drawings, multimedia works, web pages); motion pictures and other audiovisual works; sound recordings (e.g. recorded music, drama or lectures); architectural works; and computer software.
- “Holy Family University Resources” means the University’s facilities, library resources, equipment, personnel, materials, research materials, information of the University that is not freely available to the public, and funds of the University, including funds provided through any externally funded grant, contract, sponsorship or other type of award, gift or arrangement between the University and a private or governmental sponsor that furnishes funds, equipment or other resources to support research, the creation of creative work, or any other educational or scientific activity to be performed.
- “Incidental Use” means use of Holy Family University Resources in the following circumstances: (i) where only a minimal amount of Holy Family University Resources have been used; (ii) where use of Holy Family University Resources is ordinary (i.e., a routine use of Holy Family University office space, desktop or library facilities); or (iii) where the Copyrighted Work or Invention has been made on the personal, unpaid time of the Inventor or Author and the Invention or Copyrighted



Work is wholly unrelated to the research that the Inventor or Author is conducting and/or involved with for the University.

- “Invention” means all patentable and non-patentable inventions, creations, innovations, discoveries, know how, creative works, trade secrets, mask works, tangible research property and any associated or supporting technology, which constitute any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement.
- “Inventor” means any faculty member or employee of Holy Family University, whether full time or part time, paid or unpaid, nonacademic or academic (whether term, annual notice or multiple year contracts), including academic appointments with a modified title (e.g., visiting, courtesy, adjunct, etc.), assistantships and fellowships (e.g., research and teaching assistants, graduate assistants, fellowship recipients and training grant recipients); (ii) graduate and undergraduate students; and (iii) third party individuals/institutions/ organizations, individuals employed by outside organizations, and consultants or individuals with honorary appointments.
- “Tangible Media” includes books, periodicals, manuscripts, videos, podcasts, webinars, electronic and digital records, streaming services, films, tapes, disks, source code and object code.

### **Committee for the Oversight of Blended and Online Learning**

In light of the changing legislative environment and in view of the evolution of contracts and policies in the intellectual property area, the University is designating the Committee for the Oversight of Blended and Online Learning (“COBOL”) to oversee the implementation and interpretation of this Intellectual Property Policy, assisted by the Vice-President for Academic Affairs and legal counsel as needed.

COBOL will be responsible for:

- Providing oversight of intellectual property development, ownership and transfer for Authors and Inventors of the University.
- Monitoring technological and legislative changes affecting this Intellectual Property Policy and the mission of the University.
- Reporting to appropriate faculty and administrative bodies regarding changes affecting this Intellectual Property Policy.
- Responding to Authors and Inventors concerning the interpretation and implementation of this Intellectual Property Policy.

Disputes concerning matters covered by this Intellectual Property Policy must first be presented to COBOL. After consideration of any written or oral submissions, COBOL will make the initial determination as to whether the University or any other party has rights in or to an Invention or Copyrighted Work, and, if so, the basis and extent of those rights. In so doing, the Committee may consult with the Vice-President for Academic Affairs and legal counsel as needed and appropriate.

If an Inventor or Author disagrees with the determination of COBOL, the Inventor or Author may present the dispute to the President of the University for resolution. The Inventor or Author will have an opportunity to present written submissions and oral argument in support of the position being advocated by the Inventor or the Author. The President will issue a written determination and resolution of the dispute, which shall be final and binding.

## **Intellectual Property Ownership and Use**

The overarching policy of the University is that Copyrighted Works and Inventions created, made, or originated by any Authors and Inventors of the University will be the property of such Authors or Inventors (and in the case of any Copyrighted Works, the copyright rights in and to such Copyrighted Works), except as such Author or Inventor may voluntarily choose to transfer such intellectual property, in full, or in part, and subject to the exceptions and limitations described below:

## **Copyrights**

The University will own Copyrighted Works only in the following circumstances (and notwithstanding any work made for hire rule to the contrary):

1. The University has expressly directed an Author to create a specified work for a specific purpose, or the work has been created as a specific requirement of employment or as an assigned University duty that may, for example, be included in a written job description or in an employment agreement;
2. The Author has voluntarily transferred the copyright, in whole or in part, to the University, in the form of a written document signed by the Author, or authorship cannot otherwise be attributed to a discrete number of Authors, but rather results from contributions made over time by various faculty, staff and/or students;
3. The University has contributed to a “joint work” under U.S. copyright laws. The University can exercise joint ownership when it has contributed Holy Family University Resources to the production of the work that goes beyond what is Incidental Use in the preparation of such work; or
4. The University has made a specific allocation of University’s funds to create the work.

Copyright rights in and to Copyrighted Works created by Authors for teaching and other educational uses or purposes of the University, including for classroom use, for electronic courses and seminars, for any blended and on-line courses and seminars, for department meetings and programs, and for any other educational uses and purposes, including any associated syllabi, assignments, course outlines, lectures, presentations, policies, procedures, handbooks, tests and other data and materials in any Tangible Media, will be owned by the Author, except that the University will have an irrevocable, non-exclusive, royalty free,

perpetual right and license to use such works, to view, edit, and supplement such works, to perform and publicly display such works, and to make copies and derivatives of such works, for instructional, educational, and administrative purposes, including satisfying requests from accreditation agencies, for faculty-authored syllabi, and for course descriptions, including blended and on-line course descriptions.

While the Author will retain the copyright rights in such Copyrighted Works, subject to the foregoing license grant, the Author does not obtain or retain any rights in or to the University's technology platform or course-delivery technology or methodology. For the avoidance of doubt and notwithstanding anything in this Intellectual Property Policy to the contrary, the University will retain ownership rights in and to the University's curriculum and program structure and all intellectual property rights in and to such structure will belong to the University.

### **Patents and Other Rights in Inventions**

The University will own Inventions conceived, created, discovered, devised, produced, originated, or reduced to practice (collectively "Discovered") by an Inventor, whether alone or in conjunction with others, only if the Invention was conceived, created, or reduced to practice in whole or in part, directly or indirectly: (1) with the use of financial support from the University, including funding or support from any outside source awarded to or administered by the University; (2) with the use, other than Incidental Use, of Holy Family University Resources; or (3) under or subject to an agreement between the University and a third party that creates or defines any obligations with respect to the Invention. For all Inventions in which the University has an ownership interest, the Inventor must assign all of its right, title, and interest in and to the Invention, in the United States and throughout the world, to the University. Inventors subject to the assignment obligations above must also cooperate with the University, at the University's expense, and any third parties to whom the University has licensed or assigned the rights in the Invention, to the extent necessary to secure and enforce protection of the Invention in any and all jurisdictions selected by the University or the third party. Such cooperation includes signing any necessary documents, including any assignment of ownership rights, and providing relevant background information regarding the development of the Invention.

Rights in and to Inventions in which the University has an ownership interest will be owned by the University and may be commercialized as determined by the University in the University's discretion. Rights in and to Inventions in which the University once held an ownership interest but subsequently returned the rights to the Inventor will be owned by the Inventor, subject to the license granted to the University described above. Rights in and to Inventions in which the University at no time held an ownership interest will be held by the Inventor and may be commercialized as determined by the Inventor in the Inventor's discretion.

### **Invention Disclosure Obligations**

To assist COBOL in determining whether the University has an ownership interest in an Invention, all Inventions that are Discovered by an Inventor with the use of Holy Family University Resources must be promptly disclosed in writing to COBOL. Such disclosures must include any necessary documentation fully describing the Invention, the Inventor's relationship with the University, the circumstances under which the Invention was created, a description of

the Holy Family University Resources that were used, the existence of any grant, contract, or other similar agreement that resulted, directly or indirectly, in the Invention being Discovered, if and to what extent a third party was involved in such Invention, and the Invention's potential utilization and commercialization. COBOL will then determine if the University has an ownership interest in the Invention.

Such disclosures must be made to COBOL significantly in advance of any publication, submission for publication, or other public release of the Inventor's research regarding the Invention, in order to permit: (1) COBOL to review the disclosure and make a determination regarding the existence of an ownership interest in the Invention by the University, and (2) the University to determine whether a patent application or other equivalent application for the protection of the Invention will be made in the United States or any other jurisdiction and allow for the drafting and submission of such application(s).

Unless otherwise agreed to by the University, Inventors may not make public any data or research regarding an Invention subject to this Intellectual Property Policy until: (1) COBOL has made a determination that the University does not have an ownership interest in the Invention; or

(2) COBOL has made a determination that the University does have an ownership interest in the Invention, and (i) an application directed to the protection of the Invention has been filed, or (ii) the University has determined not to file such an application.

If the University determines that it will not file any application for protection of any Invention in which it has an ownership interest, or if it determines that it will abandon a pending application, or granted patent or other secured right in the Invention, the Inventor may request that the rights in the Invention be returned to the Inventor. The University may assign the rights in the Invention to the Inventor or reject the Inventor's request. Should the University return the rights to the Inventor, the Inventor must grant the University an irrevocable, world-wide, non-exclusive, perpetual, royalty-free license to use the Invention for the University's research, educational, and other non-commercial activities related to the mission of the University.

### **Distribution of Any Funds Generated**

Funds received by the University from the sale or license of intellectual property owned by the University will be allocated and expended as determined solely by the University.

Funds received by an Author or Inventor and the University from the sale or license of intellectual property owned jointly by the Author or Inventor and the University will be allocated and expended in accordance with the specific agreement negotiated by the University and the Author or Inventor.

Funds received by an Author or Inventor from the sale or license of Copyrighted Works or Inventions owned by an Author or Inventor will be allocated and expended as determined solely by the Author or Inventor.

## **Miscellaneous**

Subject to the other provisions contained herein, all rights conferred upon the University pursuant to this Intellectual Property Policy, including the ownership rights described herein, shall survive the termination of an Author's or Inventor's employment with or engagement by the University.

The University reserves the right to amend and supplement this Intellectual Property Policy from time to time, including the ownership interest provisions set forth herein, with notice to all interested parties. No amendment or supplement of this Intellectual Property Policy will be valid or effective unless set forth in a written instrument approved by COBOL. COBOL, assisted by the Vice-President for Academic Affairs and in consultation with the President of the University, shall be responsible for all matters and issues relating to this Intellectual Property Policy, including the interpretation and enforcement of this Intellectual Property Policy. Any disputes arising out of or relating to the interpretation or enforcement of this Intellectual Property Policy by COBOL may be appealed to the President.

The University will not endorse or lend its support to any Copyrighted Work or Invention that is inconsistent with the University's mission and core values. Any Author or Inventor who seeks to commercialize any Copyrighted Work or Invention that is inconsistent with the University's mission and core values shall not use the University's name and/or logo in any manner in connection therewith, including a manner that implies, directly or indirectly, the University's endorsement of any such Copyrighted Work or Invention.

## Appendix 2.2 Orientation to Canvas and Online Instruction

- Orientation
  - Welcome Video (Approx. 2-5 min. High level overview)
  - Course Overview
  - Course Objectives
  - Course FAQ/Help
  - Participant Survey
- Module 1: Navigating Canvas
  - Overview
  - Global Navigation
  - Course Navigation (Including Customizing, and Modules)
  - Dashboard
  - HFU Standard Course Template
  - Help Corner
  - Summary
  - Self-Check Quiz
- Module 2: Uploading and Creating Content
  - Overview
  - Modules
  - Pages
  - Files
  - Rich Content Editor
  - Syllabus
  - Summary
  - Self-Check Quiz
- Module 3: Building Assignments and Activities
  - Overview
  - Assignments (Including Grouping)
  - Discussions
  - Quizzes
  - Summary

- Self-Check Quiz
- Module 4: Grading
  - Overview
  - Rubrics
  - Speed Grader
  - Grades
  - Summary
  - Self-Check Quiz
- Module 5: Settings & Communication
  - Overview
  - Orienting Online Learners
  - Choose Home Page
  - Account Settings
  - Notifications
  - Inbox
  - Calendar
  - Summary
  - Self-Check Quiz
- Module 6: Online Pedagogy
  - Overview
  - Role of the Instructor
  - Engaging and motivating online learners
  - Facilitating and assessing instruction (including Instructor Feedback)
  - Summary
  - Self-Check Quiz
- Course Completion

## Appendix 3.1.2 Holy Family University Preliminary Review Checklist Blended and Online Format Courses

Course Representative:

Faculty Reviewer:

Date:

School:

Course Number:

Course Title:

Term:

Requirements	✓/-	Recommendation
Blended/Online Training Complete		
Design your Online Course		
Design your Blended Course		
Other (specify):		
Blended: Between 5 and 12 online class sessions or 33% to 80% of the class sessions Online: Over 13 online class sessions or over 80% of the of the class sessions		
Dates of FTF classes specified (if any)		
Canvas course site conforms to approved blended and online course template		
Online modules conform to <i>Policy on Instructional Equivalences</i> standards		
QM Essential Standards present (1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1)		



## Appendix 3.1.2 Holy Family University Policy on Instructional Equivalences

To ensure compliance with the Pennsylvania Department of Education (PDE) requirements on classroom instructional hours, Holy Family University has established the use of instructional equivalencies to assist instructors in planning blended format courses.

The following methods of instruction pertain to the posting/sharing/reviewing of student-student and/or instructor-student feedback opportunities.

Method of Instruction	Description	Rate of Equivalency
Discussion Board	Threaded discussion. Instructor led with specific expectations and opportunities for feedback. Relates directly to course objectives.	1 posting = ½ hour 1 posting & response (minimum of 5) = 1 hour
Chat rooms	Synchronous conversations with specific learning expectations. Instructor led, including feedback.	1 hour chat = 1 hour
Case Studies	Analysis of case study shared with colleagues for feedback & assessment.	1 case analysis & posting = 1-3 hours
Blogs/Journals	Reflection on learning concepts and/or a record of application. Shared with instructor or classmates for feedback & assessment	1 private posting = ½ hour 1 shared posting (with requirement to read all postings) = 1 hour
Internet Research (Includes Web Quests)	Instructor guided opportunity for student web research. Findings shared with class.	1 in-depth posting = 1 hour
Library Research	Same as above: with scholarly and/or professional journals	1 in depth posting = 1 hour
Lecture Activity	Students develop responses/questions to be shared via postings or chat rooms	Review of 1 lecture & response posting = 1 hour
Field Trip (including virtual)	Students analyze an activity & prepare presentations/paper, to be shared with classmates	(instructor led) 1 hour tour = 1 hour (students alone) 1 hour tour + reflection paper or some other method of reporting out = 1 hour
Group Project	Instructor mediated culminating activity with specific learning objectives. Students collaborate OL to prepare project. Instructor receives updates and provides guidance & feedback	1 hour per week for duration of project
Guided (individual) Project	Same as above for group	1 hour per week for duration of project
Conference Calls	Synchronous opportunities, instructor led	½ hour call = ½ hour
Professional Interview	Students conduct professional interviews with co-workers, field colleagues, community leaders and respond with written response	½ to 1 hour per interview 1-2 hours reporting out depending on assignment requirements

## Appendix 5.2 Quality Matters



### Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full QM Rubric visit [www.qualitymatters.org](http://www.qualitymatters.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)

Standards	Points	
<b>Course Overview Introduction</b>	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
<b>Learning Objectives (Competencies)</b>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
<b>Assessment and Measurement</b>	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
<b>Instructional Materials</b>	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
<b>Course Activities and Learner Interaction</b>	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
<b>Course Technology</b>	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
<b>Learner Support</b>	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
<b>Accessibility and Usability*</b>	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

\* Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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## Appendix 5.3 Faculty Blended and Online Course Observation Form

**Grading:** Exemplary = 2      Acceptable = 1      Marginal/Not Observed = 0

Criteria	Score	Comments/Recommendations
<p><b>1. Course Prep</b></p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Course is created on Canvas prior to start date</li> <li>• All modules are fully constructed and operational</li> <li>• Complies with any other school specific requirements</li> </ul>		
<p><b>2. Interactions with Students</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Sends students an email the week before the course starts to welcome them to the course.</li> <li>• Holds virtual office hours two to three times per week</li> <li>• Responds to student questions concerns within 24 hours or sooner</li> <li>• Is flexible to student needs as much as possible and appropriate.</li> <li>• Reaches out to students who are struggling</li> <li>• Complies with any other school specific requirements</li> </ul>		
<p><b>3. Discussion Participation Requirements</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to all introductions posted by students.</li> <li>• Respond to each student's initial discussion board post.</li> <li>• Intervenes if online discussion goes off track and/or if it becomes inappropriate.</li> <li>• Complies with any other school specific requirements</li> </ul>		
<p><b>4. Announcements and Emails</b></p> <ul style="list-style-type: none"> <li>• Posted an announcement at the beginning of the course welcoming the students to the class, outlining the instructor-specific guidelines on</li> </ul>		

<p>late work, APA requirements, and explaining any other expectations of students.</p> <ul style="list-style-type: none"> <li>• Posts weekly announcements, by 11:59PM on an identified evening, providing a summary of the prior module, a transition and introduction of the upcoming module, and any deliverable.</li> <li>• Responds to emails, phone calls, discussion board posts directed at the instructor within 24 hours</li> <li>• Complies with any other school specific requirements</li> </ul>		
<p><b>5. Grading</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Provides a grade with narrative feedback within one week of the due date.</li> <li>• Uses a rubric with substantive feedback throughout rubric</li> <li>• Grades according to the policy as stated in the course syllabus.</li> <li>• Follows the stated late policy in the course syllabus and reaches out to the student reminding them of the late policy.</li> <li>• Monitors student performance and reaches out to struggling students</li> </ul> <p>Submits final grades on time to Web Advisor</p> <p>Complies with any other school specific requirements</p>		
<p><b>6. Student Evaluations</b></p> <p>Student evaluations will be considered as part of the evaluation of blended and online instructors and courses. Questions specific to blended and online instruction will be added to the current student evaluation form.</p> <p><b>Indicators</b></p> <p>To be determined</p>		
<p><b>7. Accessible Course Design</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Uses universal accessible design in all documents (PDFs, PPTs, Word)</li> </ul>		

<ul style="list-style-type: none"> <li>• Uses the accessibility checker available in all Office products</li> <li>• Uses videos and podcasts that are closed captioned and/or have a transcript.</li> <li>• Follows the Holy Family policy on meeting the needs of students with disabilities</li> </ul>		
<b>8. General</b> <b>Indicators:</b> <ul style="list-style-type: none"> <li>• Complies with all course policies as stated in syllabus</li> <li>• Complies with any other school specific requirements</li> </ul>		
<b>9. Blended Courses:</b> <ul style="list-style-type: none"> <li>• F2F classes are connected to OL learning i.e. F2F class prepares for OL learning or OL learning prepares the student for F2F class.</li> <li>• School specific class observation form is completed.</li> </ul>		
Total		

**Exemplary Performance:** A faculty member scores 2 in each category (18 overall).

**Acceptable Performance:** A faculty scores a minimum of 1 in each of the 9 categories (9 overall).

**Marginal Performance:** A faculty member who scores below 9 overall or who scores a zero in any one category, will be assisted to develop a Performance Improvement Plan. Faculty members will have up to 1 full semester/session to achieve “acceptable” performance.

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